Segregation In Education

The Southern PATRIOT

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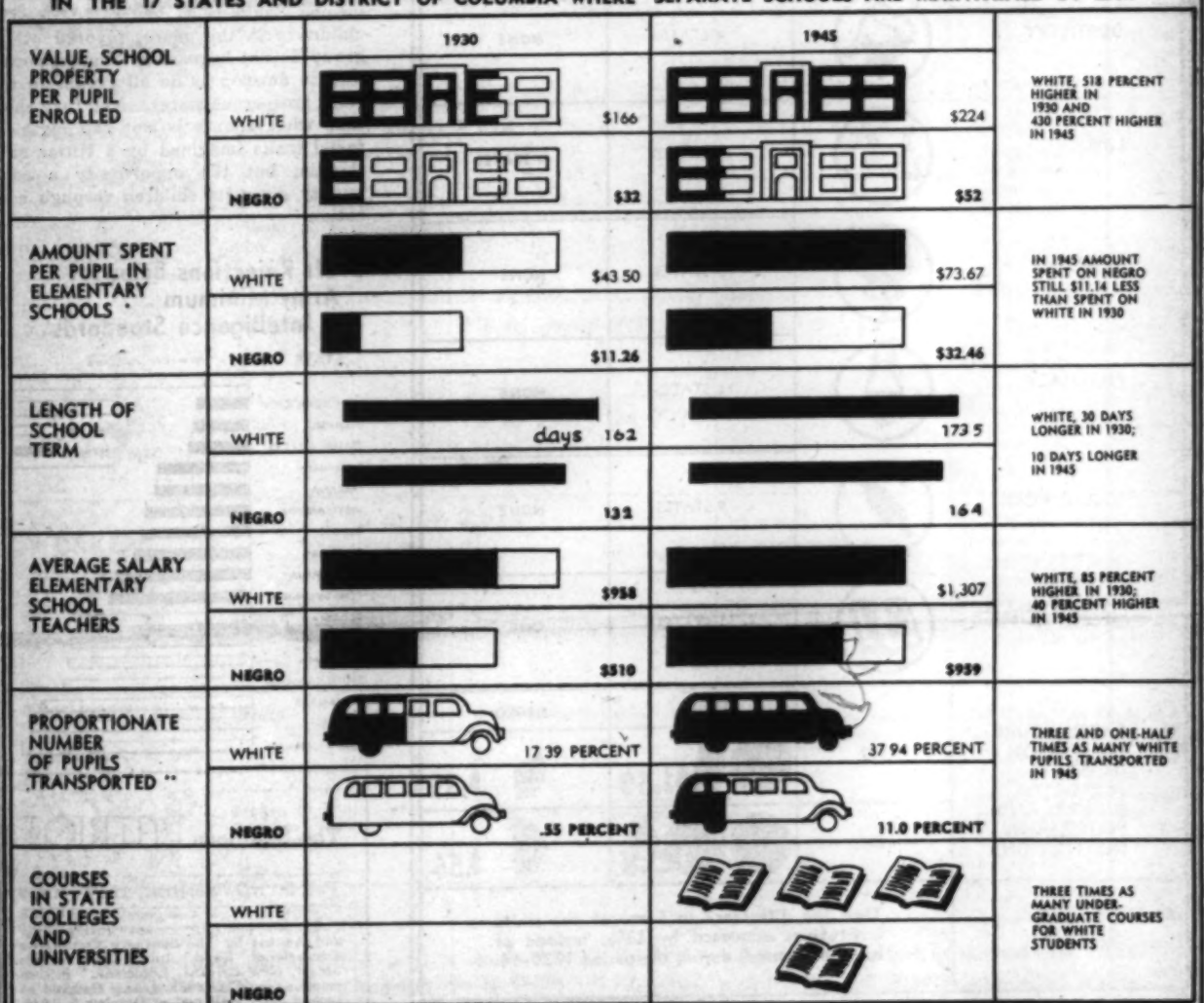
SEPARATE AND UNEQUAL

Educational Opportunities By Race

IN THE 17 STATES AND DISTRICT OF COLUMBIA WHERE SEPARATE SCHOOLS ARE MAINTAINED BY LAW



*Ala., Ark., Del., Fla., Ga., Ky., La., Md., Miss., Mo., N. C., Okla., S. C., Tenn., Tex., W. Va., Va., D. C

** 5 states only

*** 7 states only

Source: Journal of Negro Education, Census Reports, Southern Patriot Chart

Graduate and Professional Education

GRADUATE DEGREES	WHITE	NEGRO
MASTER'S DEGREE (MA)	AT LEAST ONE STATE-SUPPORTED COLLEGE IN ALL 17 STATES	8 STATES
DOCTOR'S DEGREE (PHD)	12 STATES	NONE Public or private
PROFESSIONAL EDUCATION	**WHITE**	**NEGRO**
DENTISTRY	4 STATES	NONE
LAW	16 STATES	4 STATES
MEDICINE	15 STATES	NONE
PHARMACY	14 STATES	NONE
SOCIAL WORK	9 STATES	NONE
LIBRARY SCIENCE	11 STATES	ONE

EXPENDITURE PER PERSON IN STATE-SUPPORTED HIGHER AND PROFESSIONAL INSTITUTIONS	White	NEGRO
1930	$1.39	$.33
1945	$2.43	$.56

Thus the difference in favor of the white institutions increased by 13%, instead of being decreased, during the period 1930-44.

Source. Journal of Negro Education, Census Reports — Southern Patriot Chart.

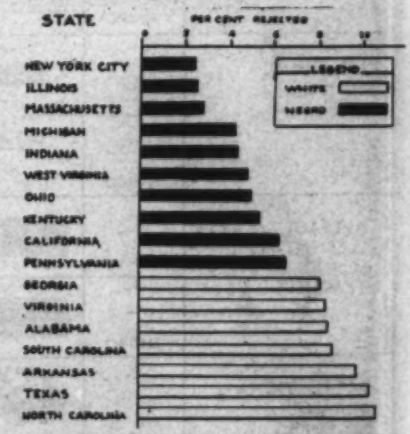
The chart above applies to the states maintaining separate schools by law. See opposite page for the results of this exclusion of Negroes from professional schools.

There Is No Superior Race; Only Superior Opportunity

Many scientific tests have demonstrated there is no basis for the theory of intellectual superiority of one race over another. Some interesting evidence on this point of capacity to learn was furnished by the figures on draft rejections in World War II.

Talmadge, Rankin, et al., will have a difficult time trying to explain the facts in the chart below. What they show, of course, is not that Northern Negroes are more intelligent than Southern whites. What they show is that the general level of education in the low-income South is so low that even the children of the more favored white group do not have as good an opportunity to develop as do all groups in the more prosperous states. And they show that what counts is not the mythical racial traits imagined by a Hitler or a Rankin, but the opportunity a community gives its children through education.

Draft Rejections Below Army Minimum Intelligence Standards



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JAMES A. DOMBROWSKI
Editor

Professions in Proportion to the Population

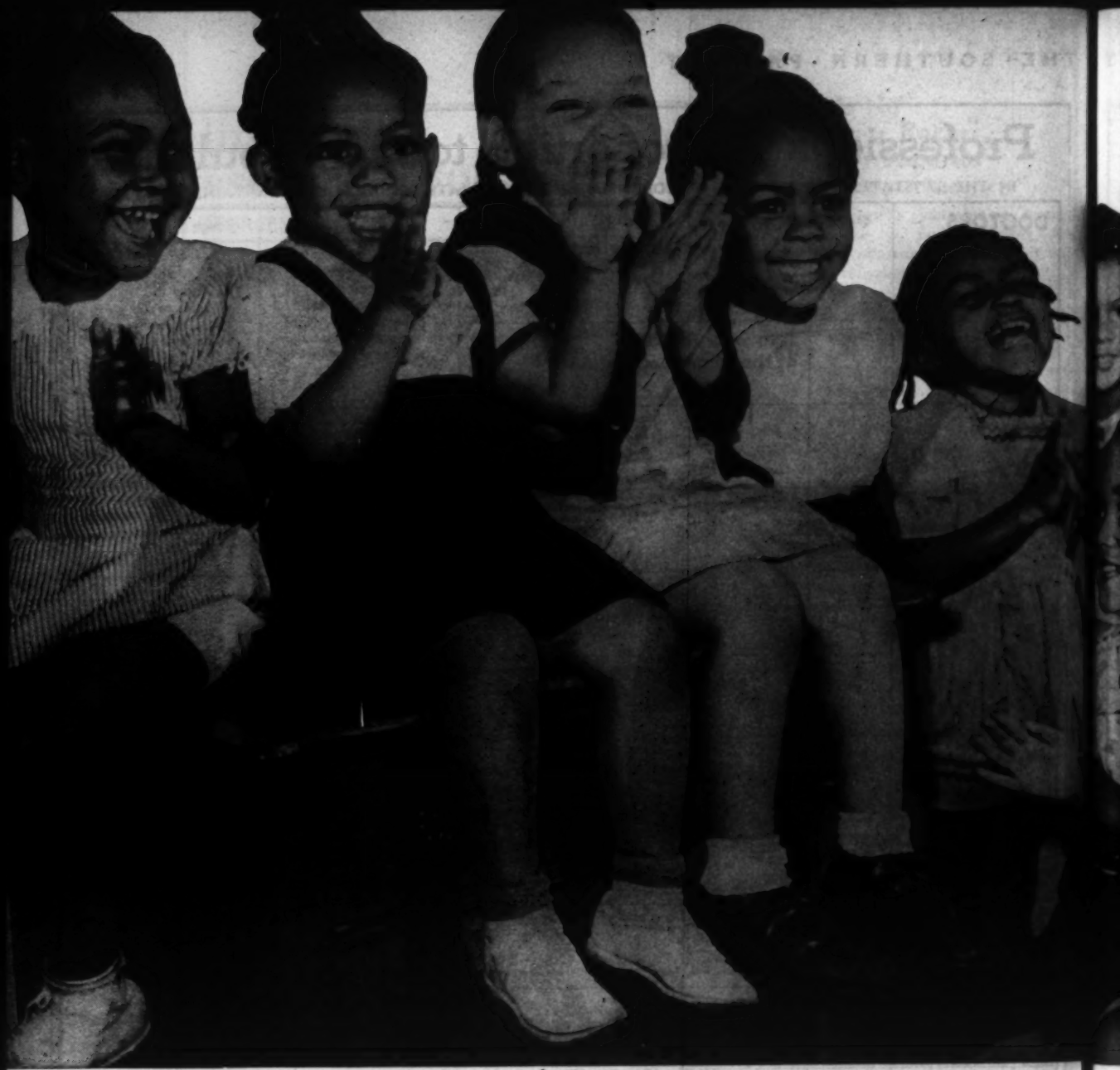
IN THE 17 STATES AND DISTRICT OF COLUMBIA WHERE SEPARATE SCHOOLS ARE MAINTAINED BY LAW

			Proportionately	Range
DOCTORS	White	1 to every 843 of the white population	5 times as many white doctors in proportion to white population as Negro doctors in proportion to Negro population	From Almost Twice As Many in Missouri to 22 Times as Many in Mississippi
	Negro	1 to every 4,409 of the Negro population		
DENTISTS	White	1 to every 2,795	4 times as many white dentists	From a Little Over Twice As Many in D C. to 13 Times As Many in Mississippi
	Negro	1 to every 12,101		
PHARMACISTS	White	1 to every 1,714	13 times as many white pharmacists	From Twice As Many in Delaware to 5 Times As Many in Mississippi
	Negro	1 to every 22,815		
LAWYERS	White	1 to every 702	35 times as many white lawyers	5 Times As Many in West Virginia to 420 Times As Many in Mississippi
	Negro	1 to every 24,997		
SOCIAL WORKERS	White	1 to every 2,654	4 times as many white social workers	1.28 More Negro Social Workers in Mo to 40 Times As Many White in Miss. (The only instance where Negroes outnumber whites.)
	Negro	1 to every 11,537		
ENGINEERS	White	1 to every 644	202 times as many white engineers	42 Times As Many in Oklahoma to Almost 900 Times As Many in South Carolina. No Negro Engineers Were Reported at All From Delaware and Florida
	Negro	1 to every 130,700		

Source: Journal of Negro Education, Census Reports

Southern Patriot Chart

This chart shows the appalling result of closing the doors of professional schools to Negroes. In 13 Southern states there is not one school supported by public funds to educate Negro doctors or dentists. In Louisiana there is only one Negro doctor to every 8,000 persons. The normal number would be one to every 800. The poor health of the Negro population is a natural consequence of the lack of medical care. The mortality rate for Negroes is 30 to 40 percent higher than for whites; and the average life expectancy is 10 to 12 years less than for whites. The entire population, white and colored, suffers from this situation. for disease and germs observe no color line.



These laughing kids are Americans.

Will they continue to laugh when they learn the harsh truth that they must start life with two strikes against them?

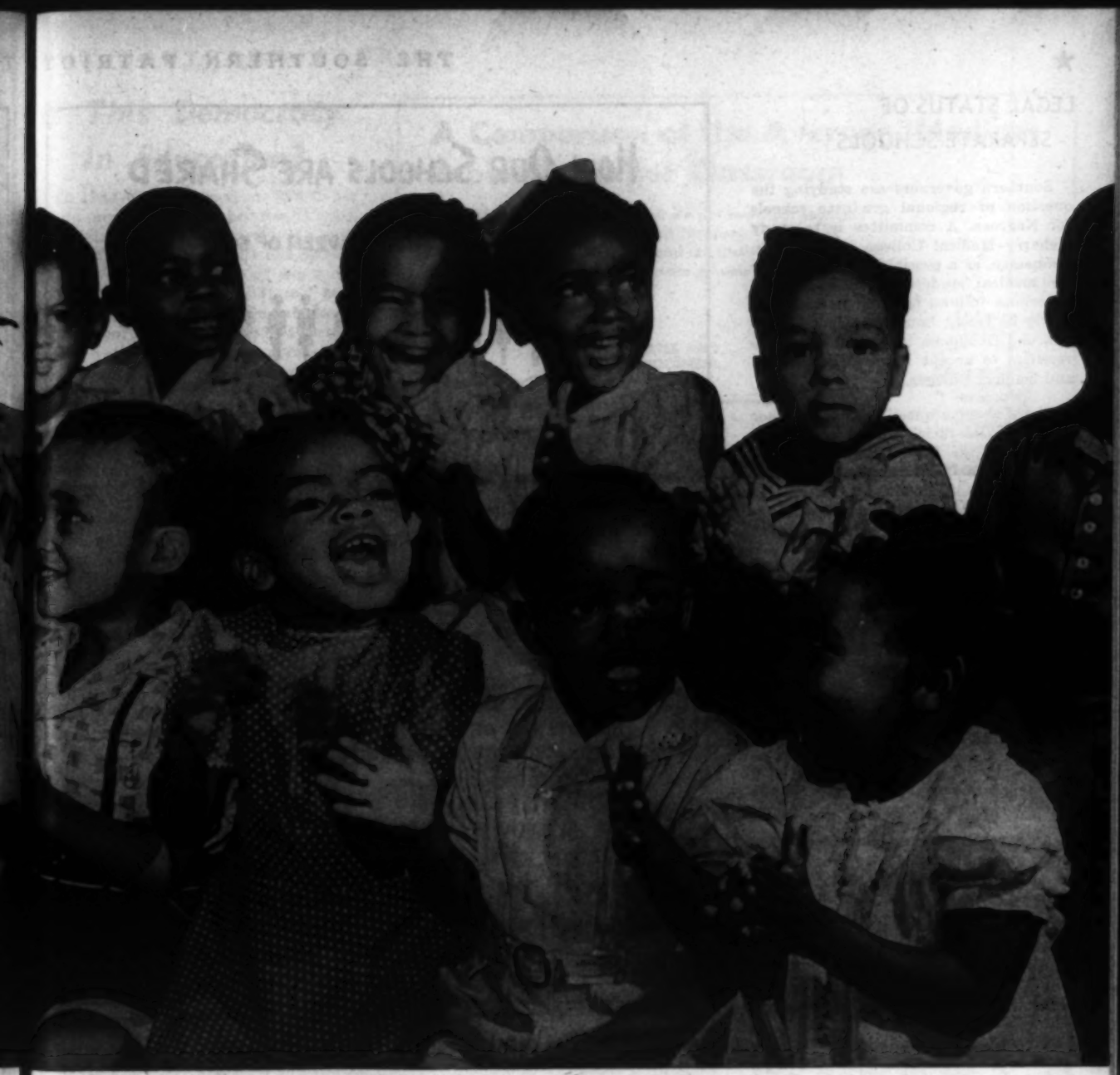
That is the score if by an accident of birth they live in the Nation's capital or in one of the 17 states where separate schools for the Negro and white populations are required by law.

They will receive an education roughly one-fourth that given to white kids in the same communities.

The Nation maintains this dual school system at a heavy price.

These Negro kids pay in humiliation, thwarted ambition, frustrated lives.

The white population pays in lower living standards generally. With 40 percent of the Nation's children and less than 20 percent of the Nation's tax-paying wealth, the South cannot afford even one school system, on a par with that of the national average. The struggle to maintain two separate and parallel systems means that both are penalized.



The entire community suffers the loss of thousands of creative citizens. The services of lawyers, doctors, scientists, artists, social workers and technicians are lost because there are no profesional schools to give them training.

Obsessed with its "race problem" the community is unable to harness its energies in a joint campaign to improve the health, housing, education, industry, agriculture and general living standards.

But the physical and monetary loss is insignificant compared to the damage done to the cultural and spiritual life. A community that gives lip service to the ideals of equality, freedom and universal brotherhood, yet condones a set of human relationships that daily deny these ideals cannot possibly enjoy a healthy and stable mental life. A community, like an individual, cannot live with a big lie without serious phychological results and inevitable spiritual decay.

LEGAL STATUS OF SEPARATE SCHOOLS

Southern governors are studying the question of regional graduate schools for Negroes. A committee is to study Meharry Medical College in Nashville, Tennessee, as a possible regional center for medical students. Action by the governors follows legal steps taken recently in Texas, Louisiana, South Carolina and Oklahoma to compel state universities to accept Negroes in the law and medical colleges.

There is some question as to whether such regional racial schools violate the decision of the United States Supreme Court in the **Gaines Case**. This case, decided in 1938, involved a petition for a writ of mandamus to compel the University of Missouri to accept a Negro in its law school. The question was whether, pending the establishment of a separate law school for Negroes, out-of-state scholarship aid satisfied the "equal protection of the laws" guaranteed by the 14th amendment. The Supreme Court ruled that "in the absence of other and proper provision for his legal training within the state", the petitioner was entitled to be admitted to the state university.

What the decision would have been if a separate school had existed in the state, we do not know.

As a result of the Gaines case, Southern states are faced with the dilemma of admitting Negroes to white institutions or setting up costly parallel facilities within the state.

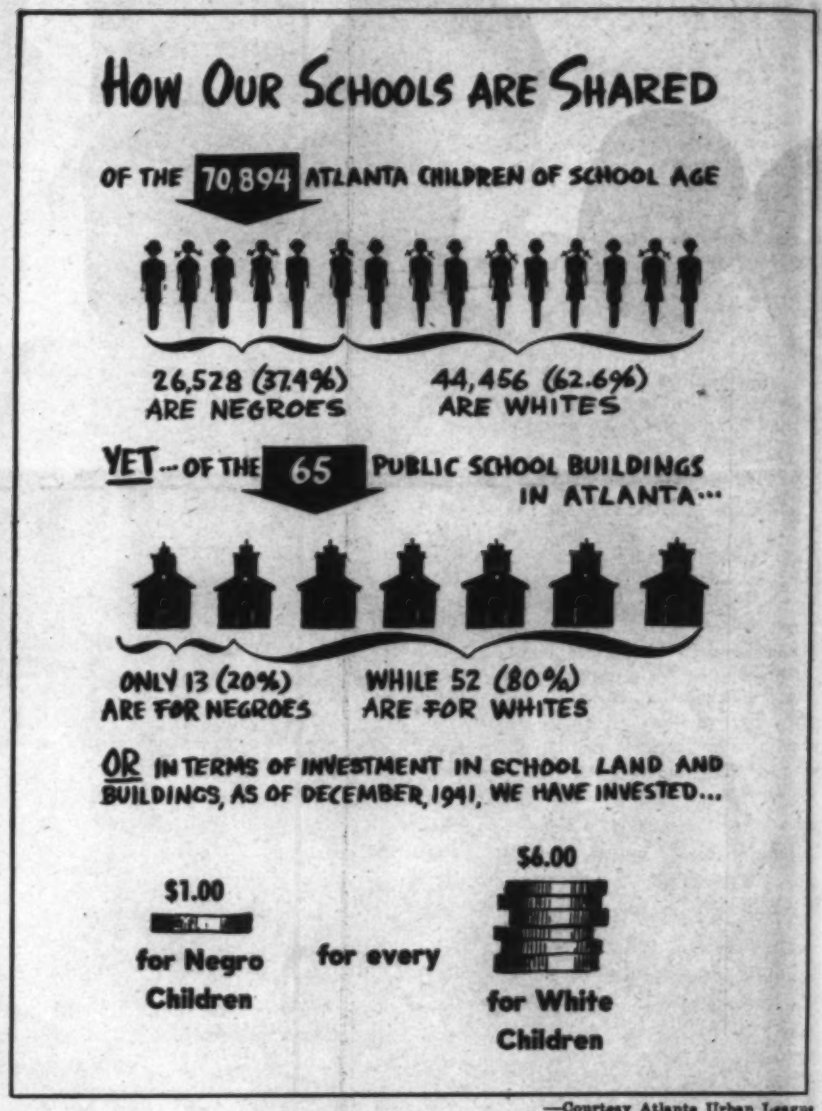
In a similar case **University of Maryland v. Murray**, decided in 1935, the state Court of Appeals of Maryland ruled that in the absence of equal facilities elsewhere in the state, the University of Maryland must admit Negroes to its law school. The Court rejected the argument that out-of-state aid furnished such equal facilities, because of the added travelling expense and the lack of opportunity to study the details of state law within the state. Also rejected by the court was the argument that proper relief would be to compel the state to provide a separate law school for the excluded race, on the ground that there was no authorization therefor and no official agency to establish such a school. The case was not appealed to the United States Supreme Court.

About 20 Negroes are now studying at the University of Maryland law school. In the decade since that decision, there have been no unfavorable results from the new policy.

Recently Johns Hopkins University has announced its willingness to receive Negroes in its graduate school.

It should be noted that in the **Gaines Case** the Supreme Court did not rule on the constitutionality of segregated schools as such. Competent authorities are of the opinion that the Court has never faced this issue squarely. It probably will have that opportunity within the year when one or more of the pending cases involving graduate and professional facilities probably will reach the Court.

Most important among the pending cases, and no doubt the most important case involving segregation in education ever to be tried is the **Sweatt v. Painter Case**. In May 1947 a Texas trial court dismissed for a second time the Negro's mandamus petition to gain admission to the University of Texas Law School. Testimony in the case included several expert witnesses who presented evidence that it is not possible for a Negro to receive in a separate school opportunities for a legal education, equal or even substantially equal to those now available to white students in Texas.*


HOW OUR SCHOOLS ARE SHARED
OF THE 70,894 ATLANTA CHILDREN OF SCHOOL AGE
26,528 (37.4%) ARE NEGROES
44,456 (62.6%) ARE WHITES
YET -- OF THE 65 PUBLIC SCHOOL BUILDINGS IN ATLANTA...
ONLY 13 (20%) ARE FOR NEGROES
WHILE 52 (80%) ARE FOR WHITES
OR IN TERMS OF INVESTMENT IN SCHOOL LAND AND BUILDINGS, AS OF DECEMBER, 1941, WE HAVE INVESTED...
$1.00
for Negro Children
for every
$6.00
for White Children

—Courtesy Atlanta Urban League

*For a printed copy of the appeal brief, write to Mr. Thurgood Marshall, Special Counsel, National Association for the Advancement of Colored People, 20 West 40 Street, New York City.

Is This Democracy In Education?

In 1944-45 Alabama spent $56.81 per white pupil and $22.85 per Negro pupil. The value of school property per pupil enrolled was $143 for white and $29 for Negro. Average salaries of white elementary teachers was $1,031 and $639 for Negro teachers; average salaries of high school teachers were $1,340 white, $858 Negro. The state appropriated $3,754,414 for higher education for whites and $285,238 for Negroes. If the amount granted for Negroes had been in proportion to their percent of the population the state would have appropriated $944,252.75, or four times the amount actually received.

Louisiana in 1944-45 spent $30.10 per Negro pupil enrolled, against $100.10 for white. Negroes received 17.6% of the total spent, although they comprise 36% of the population. Negro teachers received an average of $810.98; white $1,683.23. Of the white children enrolled, 34.9% were transported; 3.6% Negro. Public kindergartens were provided by only one parish and one city system for white children; none for Negroes. No trade schools were provided for Negroes; 10 for whites costing more than one-half million dollars. Expenditures on higher education for Negroes was 6.4% of the total, $502,616 and $7,727,807.

Mississippi in 1944-45 had 2,015 one-room, one-teacher, Negro schools, 62.2% of the total, against 105 for whites. More than one-third of the Negro schools, 1,-428, were housed in churches, tenant houses or any other type of building available. $45.79 per white pupil was spent, against $10.10 for Negroes. White schools run for 8 months; Negro schools 6 months. White teachers receive (1946-47) $900; Negroes $465.

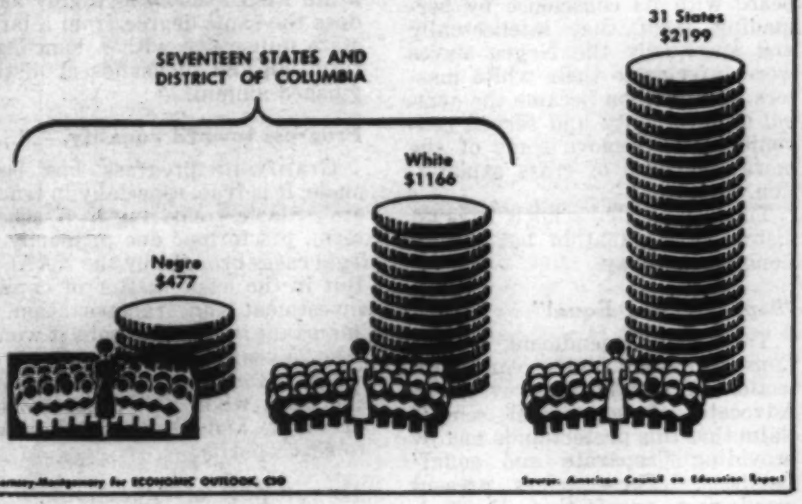
Atlanta, Ga., in 1941-42 spent $37.80 per Negro pupil and $108.70 per white pupil. 120 of the 155 Negro teachers in elementary schools taught in "double sessions". None of the 612 white teachers taught in double sessions. As a result of this double session Negro children were taught only 3½ hours daily or less, a loss of 2½ school years during the child's first 6 years in school.

In spite of the double session system, Negro schools were overcrowded with an average of 40 students in each class, 11 more students than were taught per teacher in the white elementary schools.

There were 1.4 books per pupil in the Negro high school libraries against 6.5 books per white pupil. The city provided a dental correction clinic in the City Hall for needy white children. No similar provision was made for Negro children.

A Comparison of the Average (Median) Expenditure per Classroom

in the 31 states which do not maintain separate schools for whites and Negroes and in the 17 states and the District of Columbia which maintain separate schools for whites and Negroes



Percentages of Adult Illiterates

BY STATES AND REGIONS

We are indebted to Dr. Charles H. Thompson, Editor, **The Journal of Negro Education**, for permission to make use of much of the statistical material appearing in the Summer Issue, 1947, "The Availability of Education in the Negro Separate School." We commend this publication to our readers for additional data. The price is $1.00. Address: Howard University, Washington, D. C.